

Teacher Educator's and Guidance Teachers' Evaluation of Student Teachers' Teaching Practice (A Qualitative Study)

Ali Göçer
Faculty of Education, Erciyes University

Abstract

The aim of this study was to determine whether student teachers are sufficiently prepared for teaching practice in primary schools. In this study, student teachers' teaching practice in real classrooms was evaluated by using observation and interview methods. For this purpose, interviews were conducted with seven guidance teachers, and each student teacher was observed in the classroom. The results of the study showed that student teachers possess sufficient theoretical and practical knowledge and that they are ready for their future profession.

Key words: guidance teachers; pre-service teachers; pre-service training; teacher educators.

Introduction

In conversations about education questions such as, 'How should we train teachers?', 'What kind of programmes should we use?' are constantly being asked and discussed. Teacher training, primarily in the light of a particular philosophy of education, must be addressed (Şişman, 2006, p. 215). The success of an instructional programme depends on the philosophy, objectives, implementation of teacher programmes, textbooks and effective use of other instructional materials. The most important of these variables are the teachers themselves. This is so because the teacher brings out the creativity in students and helps them make use of it.

According to Kayriaccou, effective teachers must possess the following basic professional skills (Demircioğlu, 2008, pp. 6-9):

- planning, preparation and teaching-related qualifications,
- skills related to course delivery and management qualifications,

- skills related to classroom setting and discipline qualifications,
- attributes related to the development and evaluation of students,
- characteristics related to self-evaluation.

Teacher training includes two areas: pre-service training and in-service training (Şışman, 2006, p. 215). Student teachers aim to obtain vocational training, theoretical and practical, within the scope of their pre-service training. These activities are carried out within the framework of School Experience and Teaching Practice courses.

Flaxman, Ascher and Harrington refer to two types of teacher application: *applications of natural and planned teaching*. The first of these is the form of making friendships, coaching and consulting. The other is a formal and structured process within the framework of the programmes which have been developed in order to accomplish a specific purpose application and involves teachers and student teachers (cited in Baştürk, 2009, p. 442). Teaching practice in our country is carried out through such an application.

In teaching practice, student teachers put into practice previously acquired knowledge and skills in a school environment (YÖK, 2010) and the aim is to allow them to gain the required professional competence (Efe et al., 2008, p. 2). Teaching practice lasts for at least one half-year period. For student teachers this involves students' application for teaching practice, and for practice teachers it involves participation in tasks, education, training, management and extracurricular activities, evaluation of practice activities, etc. as well as participating in events (MEB, 2010). Student teachers' preparation before engaging with teachers and learners in practical work is essential (YÖK, 1997).

In teacher training, the aim is for prospective teachers to acquire certain behaviours like the necessary knowledge, skills, attitudes, etc. The applications of teacher training (micro-teaching) include classroom activities and the activities in the schools where the teaching practice takes place should bring out the prospective teachers' skills and develop them; successful management of such activities requires great self-sacrifice (Silay & Gök 2004, pp. 1-2).

In schools, student teachers basically fulfil the following responsibilities:

- observe lessons,
- participate in the duties of the guidance teachers (counsellor teachers), education-teaching and participation in outdoor activities,
- lecturing (Gedik & Göktaş, 2008, p. 79).

Prepared by the Board of Higher Education under the title Evaluation of Teacher Candidates, the Guide to Teaching Practice requires teacher educators and student teachers responsible for the implementation to jointly evaluate the performance of student teachers. The teacher or instructor fills in the course observation form and gives verbal or written constructive feedback about the student teacher's strong and weak points.

Student teachers were evaluated with respect to the following points:

Student teacher's applications were evaluated by examining the documents and observations of the teachers responsible for the teaching staff. Feedback, focusing on

the strengths and weaknesses of the student teachers, is given at the end of the course in a constructive manner.

Feedback in relation to the following points should be taken into account:

- feedback should be given at the end of the lessons,
- feedback must be detailed, clear, and understood,
- student teachers should be given the opportunity to evaluate their teaching practice during feedback,
- feedback should be made within the framework of praise, constructive criticism and suggestions,
- feedback should be directed at the aim of the lessons, features of learning, teaching process and students' learning conditions.

Teaching practice lessons help student teachers in the following ways (Demirtaş & Güneş, 2004, p. 214; Efe et al., 2008, p. 2):

- to fully understand the school curriculum in their areas,
- to recognize the need to improve teaching competences,
- to share the experience they have acquired in schools during teaching practice with instructors,
- take into account the use of textbooks,
- to measure and evaluate.

Purpose of the Research

The aim of this study was to determine whether student teachers are sufficiently prepared for teaching practice in primary schools.

The Scope of the Study

Student teachers convert theoretical knowledge into practice via their teacher training practice in primary schools. This provides them with the opportunity to transform information to a skill. Here, the question comes to mind: How much is enough for student teachers to fulfil the requirements of the teaching profession in a real classroom setting? In teacher training, the aim for prospective teachers is to acquire certain behaviours, necessary knowledge, skills, attitudes, etc. The applications of teacher training include classroom activities and the activities in the application schools where student teachers have their teaching practice should bring out the prospective teachers' skills and develop them; successful management of such activities requires great self-sacrifice. This self-sacrifice cannot be displayed due to the inefficiency of guidance teachers (counsellor teachers) and lectures, and to the authorities' lack of understanding of their roles in the teaching practice (Silay & Gök, 2004, p. 1-2). Student teachers are observed by a teacher educator; after that the teacher educator and guidance teacher make a crosscheck of the student teachers' activities. In this way, they are able to determine whether the student teachers are ready or not for teaching.

Research Questions:

1. Are student teachers sufficiently prepared for the profession with the currently existing teaching practice methods?
2. What is the opinion of instructors and guidance teachers on student teachers as to whether they are prepared for the profession?
3. Are student teachers prepared for the teaching profession with their practice in class? (Do student teachers demonstrate professional practices in the classroom?)

Method

Research Model

In this study, interviewing and monitoring methods were used within the framework of qualitative research because qualitative research provides guidance teachers with an opportunity to observe student teachers. It also allows guidance teachers to take advantage of their observations and impressions. Moreover, qualitative research, such as observation and interview methods, which studies conditions in their natural environment, is the most suitable type of research. Four-week periods were designated for the monitoring of student teachers and guidance teachers were asked to use a lesson observation form for monitoring respective student teachers. Each student teacher was observed in 40-minute class periods by the researcher (instructor) and important points were noted. Finally the guidance teachers used an interview form consisting of four questions. The data obtained from the interview and monitoring forms were analyzed by content analysis.

Working Groups

This research was conducted with two working groups. The first working group comprised 4th year students (n=16) from Niğde University's Faculty of Education, Department of Primary Education and 4th year students (n=18) from Erciyes University's Faculty of Education, Department of Turkish Language Teaching. The second working group consisted of guidance teachers who provided guidance to the student teachers. The first working group consisted of a total of 34 student teachers. The second working group consisted of seven guidance teachers (four primary education guidance teachers and three Turkish Language guidance teachers).

Limitations: The primary limitation of the research was the use of interview form consisting of only four questions; there were only three observation points (areas) covered in the observation form. Finally, there were only 34 student teachers and seven guidance teachers participating in the study.

Data Collection and Analysis

The main objective of qualitative data analysis is to examine the meaningful and symbolic content of the qualitative data collected (Ekiz, 2009, p. 73). Content analysis involves collecting similar data within the framework of certain concepts and themes, putting them into a conceivable order and subsequently interpreting them

(Yıldırım & Şimşek, 2005, p. 227). In qualitative analysis encoding is a primary and essential process for sorting out and exploring the content of the data (Punch, 2005, p. 193).

Content analysis studies were conducted according to the following steps. First the data (findings) obtained from the interview forms were recorded. Then they were processed into tables and the data were subjected to content analysis. After data analysis, coding was done and then data was categorized according to themes. Finally, comments and discussions were made through the code and themes identification.

The data obtained were analysed under these three specific headings: related personal information, data obtained from the observation, and interview forms. The data on teachers' personal information (gender, professional experience, which educational institutions they graduated from and training programmes which they attended) were processed using descriptive analysis - frequency and percentage distributions.

Analysis of the data obtained from interview forms included the following coding and identification procedures:

In the analysis of the data obtained from interview forms:

R_1, R_2, R_3, \dots : defines the *researchers' questions*,

$[T^1], [T^2], [T^3], \dots$: defines the individuals whose opinions were given (guidance teachers who teach Turkish).

In the analysis process of the data obtained from observation

$1^{-1/1}, 2^{-2/2}, \dots$: defines the *schools - researcher, instructor/student teachers*,

E_1, E_2, E_3 : defines the *extent (areas)* of observations taken into account.

Findings and Comments

Findings Related to Personal Knowledge

Personal information about guidance teachers is given in Table 1.

Table 1. Personal information about guidance teachers

Distribution of Guidance Teachers According to Gender		f	%
Female		4	57.14
Male		3	42.86
Total		7	100.00
Distribution of Guidance Teachers According to their Seniority Status		f	%
1-5 years		-	-
6-10 years		4	57.14
11-15 years		1	14.29
16- 20 years		2	28.57
21 years and over		-	-
Total		7	100.00
Educational Institutions of Graduation (Faculty)		f	%
Faculty of Education		4	57.14
Faculty of Arts and Sciences		3	42.86
Faculty of Language and History, Geography		-	-
Total		7	100.00

Department of Graduation / Education Programme	f	%
Primary School Education Classroom Teaching	4	57.14
Turkish Language Teaching / Turkish Language and Literature Teaching	-	-
Turkish Language and Literature	2	28.57
German / French Language and Literature Teaching	1	14.29
Total	7	100.00

As seen in Table 1, according to the seniority status of guidance teachers, those with 6-10 years of experience form the majority. Seven guidance teachers participated in the research; four of them graduated from a School of Education/Faculty of Education, and three of them graduated from a Faculty of Arts and Sciences. Four of them were graduate classroom teachers and three were Turkish Language and Literature graduates.

Personal Information about Student Teachers

Table 2. Personal information about student teachers

Department of Education Programme	f	%	Gender	f	%
Turkish Language Teaching	18	52.94	Female	8	23.53
			Male	10	29.41
Classroom Teaching	16	47.06	Female	12	35.29
			Male	4	11.77
Total	34	100.0	Total	34	100.0

As seen in Table 2, the research included 34 student teachers. Eighteen of them were studying in the Department of Turkish Language Teaching (18=52.94%) and 16 were studying in the Department of Primary Education (16=47.06%). The student teachers in the study included 20 female (58.82%) and 14 male (41.18%) students.

Findings Obtained from the Interview Forms

The Qualitative Approach Based Content Analysis of the Data Obtained from Interview Questions

Defining and interpreting the data in accordance with the codes and themes.

Table 3. Guidance teachers' opinions about student teachers in terms of subject area competences

R.; In general, what can you say about the training of student teachers' in terms of subject area knowledge and competences?	Assigning Themes by Coding
Student teachers displayed good knowledge of field training and used different methods and techniques. In general students are ready for teaching; they should be trusted more [T ¹]. All student teachers are ready to teach [T ²]. Class management is good. Student teachers should give examples and associations from their lives in teaching a subject and utilize more instructional technologies [T ⁴]. Student teachers are well prepared. However, they should assign a lot of time to the preparation section. They should choose methods and techniques appropriate to the subject [T ⁵]. Subject area knowledge and the training data of the student teachers are very good. Some student teachers need to move around more and be more confident in the classroom [T ⁶].	Knowledge of the subject and field education Classroom management Information technology Interest-building, association Self-confidence

As seen in Table 3, according to guidance teachers, student teachers' knowledge of topics and field training are adequate. However, one guidance teacher [T⁴] stated that student teachers should use more efficient technologies to further develop their competences and efficiency. Another [T⁵] stated that one student teacher's preparation was inadequate and processing problems occurred during the lesson.

Table 4. Guidance teachers' views on the student teachers' qualifications in terms of the learning and teaching process

R ₂ : What can you say about the qualifications of student teachers in the process of learning and teaching? (Clue): Classroom management, use of methods and techniques, use of the time, use of materials and communication with students, etc.)	Assigning Themes by Coding
<p>Education should be adjusted to individual differences. Student teachers should prepare material appropriate to the subject. Classroom management (introduction to the course, course completion and managing the process status) is better. Except for the first few days, no communication problems were observed [T¹]. Good at paying attention to individual differences, and classroom management, but should give proper instructions at student level, and should utilize information technologies sufficiently [T³]. Introduction to the course is good, but too long. Use of time could be improved. Individual differences should be considered in the learning and teaching process. In my opinion, appropriate tools and materials were not used. Their approach and communication with students should be improved. Classes should be planned well. Course activities should be prepared well [T⁵]. Student teachers usually act according to the lesson plan. Communications with students is better, but insufficient in ensuring their participation in the lesson. In terms of classroom management, student motivation opportunities are insufficient. I believe that they will be successful in their career [T⁶].</p>	<i>Individual differences</i> <i>Communication with students</i> <i>Preparation and planning</i> <i>Extracurricular assignments</i> <i>Classroom management</i> <i>Use of methods and techniques</i> <i>Use of time</i> <i>Self-confidence</i>

As seen in Table 4, guidance teachers agreed on trainee teachers' planning, sections of lessons in teaching-learning process, classroom management (introduction to the course, course completion and competence in managing the process), and areas of activities and communication. Student teachers' performance was adequate when it comes to classroom management, initiatives, using time efficiently, and giving examples from daily life. Guidance teachers stated that student teachers gave a sample demonstration of their future professional teaching lives by applying various aspects of different methods and techniques.

Table 5. Guidance teachers' views on the student teachers' qualifications in the evaluation practices

R ₃ : What are your thoughts about the student teachers' assessment practices (assessment at the beginning of the course, during the course and at the end, and giving feedback, evaluations of record-keeping, etc.?)	Assigning Themes by Coding
<p>Student teachers should complete evaluation at the end of the lesson [T^{1,2}]. To prepare students for the course and to help them better understand background and new information, student teachers need to use the question-answer technique. Student teachers in general did this [T³]. They need to allocate more time for assessment. They should both remind students of their prior knowledge and prepare them for the next topic [T⁶].</p>	<i>Preliminary information for application</i> <i>Mental preparation</i> <i>Process evaluation</i>

As seen in Table 5, student teachers' preparation of their learners for understanding new information by activating prior knowledge was sufficient. However, it was

emphasized by the guidance teachers that student teachers did not conduct evaluation tasks at the beginning of the course; they did so during and at the end of the course.

Table 6. Guidance teachers' views about general qualifications in the process

R ₄ : What can you say about the situation relative to the student teachers' taking responsibility, following the latest developments, their dress, fulfilling tasks, participating in social activities at school, being open to professional suggestions and explanations, etc.?	Assigning Themes by Coding
<p>The student teachers have the competence to become teachers [T¹]. Student teachers' work was sufficient [T^{2,4}]. Student teachers planned, prepared, and used time well; they rewarded good work, and taught lessons by keeping their students engaged [T³]. Their attire, taking responsibility and fulfilment of tasks were good. The student teachers are successful at classroom management, use of materials, etc. Some student teachers should behave more carefully in communicating with students. Almost all student teachers are eligible to become teachers [T⁵]. Subjects showed that they are responsible. They should perform different activities without depending just on the source book. Topics handled in relation to different activities and in previous subjects of the course should be handled by keeping the students interested. The information given is also important because it affects students' attention. Involving passive students in the lesson is important [T⁶].</p>	<i>Preparation and planning</i> <i>Classroom management</i> <i>Use of materials</i> <i>Communication</i> <i>Functions of the guide book</i> <i>Interest-building, Association</i> <i>Ensuring students' interest</i> <i>Professional qualifications</i>

As seen in Table 6, according to [T³], the student teachers planned well, were well prepared, and used time efficiently. Moreover, according to [T⁵], the student teachers were assessed as sufficient in terms of professional attire, following the latest developments, taking and fulfilling their responsibilities, classroom management, and material usage. However, it was suggested that some student teachers should improve their communication with students. According to the guidance teachers, the work of student teachers in general is sufficient [T^{1,2,4,5,6}].

Findings Obtained from Observation Forms

The Analysis of the Data Obtained from Observation Forms Related to the Qualification of Student Teachers

Table 7. The findings obtained relative to applications of the student teachers

School: Private School Lesson: Turkish	Date: March - April / 2010 Classroom: Private school 4/8	Assigning Themes by Coding
<p>E₁; Preparation and planning: Planning and association with previous lessons is very good [1/1¹]. The student teacher prepared a draft of functioning and relevant course material [1-1/2, 5-1/3]. The student teacher used time well and utilized the required course materials [3-1/1, 2, 3]. Preventing negative student behaviour in the classroom in general is good [4-1/1]. To prepare students for the subject the question-answer technique, estimated motivations, interpreting images, etc. were used [4-1/1, 3, 5-1/4]. Timing was not good. The lesson took 20 min [4-1/6].</p>	<p><i>Preliminary information to action</i> <i>Planned work</i> <i>Unwanted pupil behaviour and prevention</i> <i>Using different methods and techniques</i></p>	

<p>E₂: Subject Area and Knowledge of Field Training: The student teacher explained language in the form of definitions and examples using the traditional method. Then, after teaching the subject to students, the student teacher focused on reinforcing work by bringing students to the board for different examples [2-^{1/1, 2, 3}]. The student teacher carried out reading and word work making sure to sample tone, accent, etc. [4-^{1/1}]. Working on the words was done by rote and was superficial [4-^{1/6}, 5-^{1/6}].</p>	<p>Conceptual learning activities Learner-centred education Traditional teaching methods Classroom management Motivation of learners</p>
<p>In the teaching of grammar topics traditional methods were used. In work on word meaning, word analysis, drawing attention to differences in the terms, names, etc. the deficiencies in subject were observed [4-^{1/1}, 6-^{1/2, 6}].</p>	<p>Traditional teaching methods Classroom management Motivation of learners</p>
<p>E₃: Activities in Learning and Teaching Process (classroom management, course delivery and communication with students, assessment and evaluation): In tone of voice, communication with students, using emotions, facial expression, encouraging style, expressions of openness and clarity all student teachers were sufficient [2-^{1/1, 2, 3, 4, 5}].</p>	<p>Classroom management Motivation of learners</p>
<p>There were inadequacies in classroom management [3-^{1/2}]. Classroom management and attracting the students' attention in class was good [5-^{1/5, 6}].</p>	<p>Supporting Functions of the lecture and guide books</p>
<p>Attracting students' attention with questions such as 'What would you do if you were him/her, How would you do that, How would you have behaved?' was good [1-^{1/1, 2}; 4-^{1,2, 3}; 5-^{1/4, 5, 6}].</p>	<p>Activity of the students in the process</p>
<p>The use of reinforcement after students' responses was effective in ensuring students' participation in activities [4-^{1/3}; 5-^{1/2, 3, 6}; 6-^{1/6}].</p>	<p>Professional experience</p>
<p>Using different images, different events, different methods and techniques would be more productive [6-^{1/2}].</p>	
<p>Activities were conducted without considering general features of the class [6-^{1/5}].</p>	
<p>Always very willing and ready, I think that student teacher will be a very good teacher [6-^{1/6}].</p>	

Preparation and Planning (E₁):

In the process of training and educating, one of the main factors which affect the success of the teacher is time. The most important task for teachers in classroom management is to effectively use the allocated time for educational purposes in a given task (Karaköse, 2009, pp. 201-203). According to Farell et al., being unprepared makes classroom activities boring (Başar, 1999, p. 49). As seen in Table 7, the student teachers showed that they had spent time on preparation and planning the lessons [3-^{1/1, 2, 3}]. Hence, it may be said that they complied with Lemlech's guidelines which include continuity, integrity and the need for planning (1988, p. 217).

Subject Area and Field Training Knowledge (E₂):

The student teachers were observed with regard to teaching basic language skills to students. During observations of student teachers, they were found to be adequate in terms of grammatical topics, concepts and rules. However, in terms of sharing information and knowledge with students, some deficiencies were observed. In particular it was found that the use of traditional methods/deductive reasoning (making the definition, examples and dictation, and reinforcement with examples)

[2-^{1/1,2,3}; 4-^{1/1}; 6-^{1/2}...] was deficient in almost all of the student teachers during the teaching of grammatical rules like reading, comprehension-understanding, vocabulary instruction, word and sentence analysis studies, etc.

Activities in Learning and Teaching Process (E_3):

Classroom management, course delivery and communication with students: in classroom management 'What' is more important than 'How' (Karslı, 2009, p. 10). Reinforcement activities are used when students perform an activity in the classroom, and social reinforcement is used for the emergence and maintenance of appropriate behaviour (Yılmış, 2009, p. 150). In general, student teachers' tone of voice, communication with students, added emotion, friendly facial expression, encouraging style, use of reinforcement, expressions of openness and clarity, etc. were found to be satisfactory. One student teacher [3-^{1/2}] was found to lack class management skills; also, another student teacher [6/¹⁻²] was observed to be too dependent on guidance teachers and textbooks.

Assessment and evaluation: A responsible instructor in charge of teaching practice discusses developments related to practice in schools, includes student teachers in the evaluations, and provides help and support to student teachers in the theoretical part of the course (Demirtaş & Güneş, 2004, p. 215). Teaching practice is evaluated by a guidance teacher and a responsible instructor in the education department (Efe et al., 2008, p. 3). It was observed that student teachers did not use evaluation activities during lessons. At the end of teaching practice, the student teachers were given feedback and offered suggestions as how to improve their performance. In this way, the student teachers were informed about their status.

Results and Suggestions

Student teachers' performance was found to be adequate (as regards preparation and planning, class discipline, use of materials and applications, etc.) in classroom management. They were punctual, dressed appropriately and were confident; they took advantage of information technology, were responsible and performed the tasks assigned. Comparable results were obtained in similar studies. For example, student teachers' perceptions of their teaching competences increased positively after teacher training (Şışman & Acat, 2003, p. 248)). In the Teaching Practice Course, it is important for student teachers to experience a rich process through the engagement with mentors' pedagogical discourse and reflective thinking (Barnett, 1995; Crowther & Cannon, 1998; Healy et al., 2001, cited in Baştürk, 2009, p. 440).

They were not evaluated on learning and teaching processes. Their questions at the start of the class, ability to mobilize students' knowledge and being prepared for questions were found to be the positive points. However, it was observed that evaluation activities were not conducted during the activity or at the end of the course.

Student teachers were good at grammar in terms of subject matter, concepts and rules. However, having the necessary knowledge and information and being able

to share it with students in terms of field of education information (knowledge of methods, the learning-teaching process of organizing and putting activities into practice, etc.) were found to be inadequate.

Recommendations

Student teachers should be given some information and guidance about the period of pre-service education. To convert this information to a skill is the purpose of teaching practice. Implementation should be conducted under the supervision of experienced teachers (TED, 2009, pp. 33-34).

It is important to possess knowledge of a subject area, but the ability to share that knowledge and acquired skills (using knowledge in daily life) is even more important. Student teachers, in particular with reference to grammar, comprehension of concepts and rules, need to use appropriate strategies, methods and techniques. Particularly in the study of grammar explanation, examples should be used instead of the traditional practice of simply dictating the issues, concepts and rules, and teaching needs to move away from the textbook. In education, teaching of the subject and the rules by explaining the reasons for it within the structure is much more effective. In this way, using the inductive method of event detection at the end of activities and creating definitions in the teaching of functional grammar is an important requirement for students.

Observing the behaviour of the teacher should be given more importance in the application of the teaching practice course (Kılıç, 2006, p. 165). However, it may be said that spending more time in schools during teaching practice does not necessarily mean the experiences in these schools are always positive for student teachers. Therefore, it is important to provide them with opportunities that contribute to their professional development (Özkılıç, Bilgin, & Kartal, 2008, p. 727). For prospective teachers, who aim at having effective and efficient communication with students, applying appropriate materials, making use of information technology, and ensuring the learning-teaching process is interesting for students, efficiency needs to be central in a classroom setting. The focus should be on activity-based teaching.

In the learning and teaching evaluation process prospective teachers need to act intelligently. On the other hand, the evaluation output or product of the course (per lesson, in activities and at the end of lessons), theme (or effect within the themes), and the period should include basic process evaluation activities.

The school location should be accessible both for lecturers and students. The Faculty should find out whether the schools actually need student teachers in order to avoid the embarrassment of rejection (Nwankeze, Okoli, & Mezieobi, 2011, p. 46). The teachers' task should be to guide the implementation process of the student teachers in application school, their professional experience and to contribute to their development. These guidance teachers should be sure they are willing to undertake the task and should be experienced (Çetintas & Genç, 2005, p. 80). Students should be sent to good schools with a suitable learning environment (Nwankeze, Okoli, & Mezieobi, 2011, p. 45).

Abbreviations

YÖK: The Council of Higher Education
MEB: Ministry of National Education

References

Başar, H. (1999). *Classroom management*. İstanbul: Ministry of National Education Publications.

Baştürk, S. (2009). Investigating Teaching Practice Course According to Student Teachers' Opinions. *Elementary Education Online*, 8 (2), 439-456.

ÇetintAŞ, B., & Genç, A. (2005). Views and Experiences of Prospective German Language Teachers on Practicum Courses. *Hacettepe University Journal of Education*, 29: 75-84.

Demircioğlu, İ. H. (2008). Effective teachers. In İ.H. Demircioğlu (Ed.), *Teaching Practice and School Experience for Student Teachers* (pp. 1-18). Ankara: Anı Publication.

Demirtaş, H., & Güneş, H. (2004). *The Guide of Event Preparation for School Experience I-II and Teaching Practice Lessons*. Ankara: Anı Publication.

Efe, R., Maskan, K. A., Gönen, S., & Hevedanlı, M. (2008). *School Experience and Teaching Practice*. Ankara: Anı Publication.

Ekiz, D. (2009). *Scientific Research Methods* (2nd Ed.). Ankara: Anı Publication.

Gedik, N., & Göktaş, Y. (2008). *Teaching Practice*. In İ.H. Demircioğlu (Ed.), *School Experience and Teaching for Student Teachers* (pp. 69-100). Ankara: Anı Publication.

Karaköse, T. (2009). Time Management in the Classroom. In M. D. Karslı (Ed.), *Classroom Management in Primary Education* (pp. 197-208). Ankara: Kök Publication.

Karslı, M. D. (2009). The Meaning and Importance of Classroom Management in Primary Education. In M. D. Karşılı (Ed.), *Classroom Management in Primary Education* (pp. 5-25). Ankara: Kök Publication.

Kılıç, A. (2006). Levels of Observation and Practice of Teaching Skills of Student-Teachers. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 16, 155-168.

Lemlech, J. K. (1988). *Classroom Management* (2nd Ed.). New York: Longman Inc.

MEB (Ministry of National Education; 2010). Guidance on the Implementation of Student Teachers in Schools. Ankara: General Directorate of Teachers Training and Education. online/. Retrieved on 22 May 2010 from http://oyegm.meb.gov.tr/mevzuat/yonerge/ogretmenlik_uygulamasina_iliskin_yonerge.htm

Nwankeze, A.U., Okoli, N. J., & Mezieobi, S.A. (2011). Attitude of Student-Teachers towards Teaching Practice in the University of Port Harcourt. *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 2(1): 41-46.

Özkılıç, R., Bilgin, A., & Kartal, H. (2008). Evaluation of Teaching Practice Course According to Opinions of Teacher Candidates. *Elementary Education Online*, 7 (3), 726-737, 2008.

Punch, K. F. (2005). *Introduction to Social Research: Qualitative and Quantitative Approaches* (Translators to Turkish: D. Bayrak, B. Aslan and Z. Akyüz), Ankara: Siyasal Kitabevi.

Silay, İ., & Gök, T. (2004). A Study on the Problems the Prospective Teachers Face in the Application Schools and Solutions. *XIII. Ulusal Eğitim Bilimleri Kurultayı*, (6-9 Temmuz). İnönü Üniversitesi, Eğitim Fakültesi, Malatya.

Şişman, M., & Acat, M. B. (2003). A Study of School Experiences Practices and its Effect on the Perception of Teaching Profession. *Fırat University Journal of Social Science*, 13 (1), 235-250.

Şişman, M. (2006). *Introduction to Science of Education* (2nd Ed.). Ankara: Pegem A Publication.

Yılmış, A. (2009). Behaviour Management. In M. D. Karslı (Ed.), *Classroom Management in Primary Education* (pp. 147-156). Ankara: Kök Publication.

Yıldırım, A., & Şimşek, H. (2005). *Qualitative Research Methods in Social Sciences* (5th Ed.). Ankara: Seçkin Publication.

YÖK (The Council of Higher Education; 1997). Work Practice in Schools (Primary). Ankara: YÖK (The Council of Higher Education)/WORLD BANK The Project of National Education Development, Pre-service Teacher Training Series.

YÖK (The Council of Higher Education; 2010). The Guide of Student Teacher - Works in schools. Ankara: Board of Higher Education /online/. Retrieved on 22 May 2010 from <http://www.yok.gov.tr/content/view/505/lang,tr/>

Ali Göçer

Faculty of Education, Erciyes University
Department of Turkish Language Education
38039 Kayseri,Turkey
ali.gocer@hotmail.com

Procjena nastavne prakse studenata – budućih učitelja – od mentora i savjetnika (kvalitativna studija)

Sažetak

Cilj ovog rada bio je utvrditi jesu li studenti dovoljno spremni za učiteljsku praksu u osnovnim školama. U radu su metodom promatranja i intervjuja procjenjivani postupci studenata – budućih učitelja – tijekom nastavne prakse u razredu. S tim ciljem provedeni su intervjuji sa sedam savjetnika, a svaki je student promatran u učionici. Rezultati su pokazali da studenti posjeduju zadovoljavajuću razinu teorijskih i praktičnih znanja i da su spremni za nastavno zanimanje.

Ključne riječi: *savjetnici; studenti učitelj; nastavna praksa; obrazovanje nastavnika*

Uvod

U raspravama vezanima uz odgoj i obrazovanje neprestano se postavljaju pitanja o kojima se raspravlja kao što su: „Kako bismo trebali poučavati učitelje?“ i „Kakve programe koristiti?“. Morali bismo se pozabaviti obukom učitelja, osobito u svjetlu zasebnih pedagoških filozofija (Şışman, 2006, str. 215). Uspjeh određenog programa poučavanja ovisi o filozofiji, ciljevima, provedbi programa za učitelje, udžbenicima i učinkovitoj uporabi ostalih nastavnih materijala. Od svega su najvažniji učitelji jer upravo oni potiču kreativnost učenika i pomažu im provesti je u djelo.

Prema Kayricaccou, uspješni učitelji moraju posjedovati ove osnovne profesionalne vještine (Demircioğlu, 2008, str. 6-9):

- planiranje, priprema i nastavne kvalifikacije
- vještine vezane uz kvalifikacije neophodne za izvođenje nastave i upravljanje
- vještine vezane uz okolinu u kojoj se održava nastava, to jest kvalifikacije vezane uz učionicu i uspostavljanje discipline
- osobine vezane uz razvoj i vrednovanje učenika
- osobine vezane uz samovrednovanje.

Obuka učitelja obuhvaća dva područja: učiteljsku praksu prije stečenog zvanja nastavnika i profesionalno usavršavanje (Šišman, 2006, str. 215). Studenti – budući učitelji – imaju kao cilj unutar svoje učiteljske prakse dovršiti obuku za zvanje, kako teorijsku, tako i praktičnu. Te aktivnosti provode se u sklopu kolegija Iskustvo u školi i Učiteljska praksa.

Flaxman, Ascher i Harrington spominju dva tipa provedbe nastave: provedba prirodne i planirane nastave. Prva podrazumijeva određeni oblik sklapanja prijateljstava, obuke i savjetovanja. Druga se odnosi na formalni i strukturirani proces u okviru programa razvijenih s ciljem postizanja točno određene svrhe, a u koji su uključeni i učitelji i studenti (Baştürk, 2009, str. 442). Učiteljska praksa u našoj zemlji izvodi se u takvom obliku.

Tijekom učiteljske prakse studenti provode u djelo prethodno usvojena znanja i vještine, ali sada u realnoj okolini škole (YÖK, 2010), a cilj je omogućiti im da steknu tražene stručne kompetencije (Efe i sur., 2008, str. 2). Učiteljska praksa traje najmanje jedan semestar. Za studente to podrazumijeva pripremu, a za učitelje na praksi sudjelovanje u zadacima, obrazovanju, obuci, upravljanju i izvannastavnim aktivnostima, vrednovanju prakse i sl., kao i sudjelovanje u raznim događanjima (MEB, 2010). Priprema budućih učitelja prije obavljanja prakse i kontakta s ostalim učiteljima i učenicima od ključne je važnosti (YÖK, 2010).

Cilj učiteljske prakse jest da budući učitelji usvoje određene oblike ponašanja, nužna znanja, vještine, stavove i tako dalje. Provedba učiteljske prakse uključuje aktivnosti u učionici i školi koje bi trebale istaknuti i razvijati vještine budućih učitelja, a uspješno upravljanje tim aktivnostima zahtijeva puno samozrtvovanja (Silay i Gök 2004, str. 1-2).

Studenti – budući učitelji – u školama obično ispunjavaju ove dužnosti:

- prate nastavu
- sudjeluju u dužnostima savjetnika
- sudjeluju u izvođenju nastave i aktivnostima na otvorenom
- poučavaju (Gedik i Göktaş, 2008, str. 79).

Prema vodiču za nastavnu praksu koji je pod naslovom *Vrednovanje učiteljskih kandidata* pripremio Odbor za visoko obrazovanje, učitelji mentori i studenti odgovorni su za zajedničku procjenu studenata – budućih učitelja. Učitelj mentor, to jest savjetnik, ispunjava obrazac za promatranje nastavnog sata i daje usmenu ili pisani konstruktivnu kritiku o jakim i slabim stranama studenta.

Studenti se vrednuju prema sljedećim elementima:

Izvedba studenata – budućih učitelja – procjenjuje se pregledom dokumenata i primjedaba odgovornih učitelja. Povratne informacije usmjerene na jake strane i slabosti pojedinih studenata daju se na kraju kolegija u obliku konstruktivne kritike.

Povratne informacije moraju biti u skladu s ovim uputama:

- povratna informacija daje se na kraju nastavnog sata
- povratna informacija mora biti detaljna, jasna i razumljiva

- studentima bi se trebala omogućiti prilika da sami ocijene svoju nastavnu praksu tijekom dobivanja povratne informacije
- povratnu informaciju treba dati u duhu pohvale, konstruktivne kritike i savjeta
- povratna informacija treba biti usmjerena na cilj nastavnog sata, značajke učenja, proces poučavanja i preduvjete učenika.

Nastavni sati u sklopu nastavne prakse pomažu studentima na ove načine (Demirtaş i Güneş, 2004, str. 214; Efe i sur., 2008, str. 2):

- da u potpunosti shvate školski kurikul na svojemu području
- da prepoznaju potrebu za unaprjeđenjem učiteljskih kompetencija
- da podijele iskustva koja su stekli u školama tijekom učiteljske prakse sa svojim savjetnicima i mentorima
- da pomnije promisle o uporabi udžbenika
- da prate, vrednuju i procjenjuju.

Cilj istraživanja

Cilj istraživanja bio je odrediti jesu li studenti dovoljno spremni za nastavnu praksu u osnovnim školama.

Područje istraživanja

Studenti pretvaraju teorijsko znanje u praksu zahvaljujući nastavnoj praksi u osnovnim školama, što im omogućuje da informacije preobraze u vještinu. Dakle, postavlja se pitanje koliko je teorijskog znanja dovoljno da bi studenti ispunili zahtjeve učiteljske struke u okruženju stvarne učionice? Cilj nastavne prakse jest da budući učitelji usvoje određene oblike ponašanja, nužna znanja, vještine, stavove i dr. Provedba nastavne prakse uključuje aktivnosti u učionici i školi koje bi trebale istaknuti i razvijati vještine budućih učitelja, a uspješno upravljanje tim aktivnostima zahtijeva puno samozrtvovanja. Ono se ne smije pripisati neučinkovitom izvođenju nastave ni izostanku razumijevanja vlasti kada je u pitanju njihova uloga u provedbi (Silay i Gök, 2004, str. 1-2). Učitelj mentor promatra studenta, nakon toga mentor i savjetnik uspoređuju bilješke o aktivnostima studenta. Na temelju toga donose odluku o tome je li student spremna za izvođenje nastave ili nije.

Istraživačka pitanja:

1. Jesu li studenti dovoljno dobro pripremljeni za struku provedbom postojećih metoda učiteljske prakse?
2. Kakvo je mišljenje savjetnika i mentora o pripremljenosti studenata za stručni rad?
3. Jesu li studenti spremni za izvođenje nastave u učionici? (Iskazuju li profesionalnost u radu u učionici?)

Metoda

Istraživački model

Unutar okvira kvalitativnog istraživanja korištene su metode intervjuja i praćenja jer kvalitativno istraživanje omogućuje savjetnicima proučavanje studenata – budućih

učitelja. Također im omogućuje da upotrijebe svoje primjedbe i dojmove. Nadalje, kvalitativno istraživanje, odnosno metode poput praćenja i intervjuja, kojima se proučavaju uvjeti u prirodnom okruženju, predstavlja najprikladniji oblik istraživanja. Za praćenje studenata određeno je četverotjedno razdoblje tijekom kojega su mentorji prilikom praćenja pojedinog studenta ispunjavali obrazac za praćenje nastavnog sata. Svakog studenta na nastavnom satu koji je trajao četrdeset minuta pratio je i znanstvenik koji je sudjelovao u istraživanju, a bilježio je ključne točke. Na kraju su savjetnici ispunili intervju u kojem su bila četiri pitanja. Podaci dobiveni iz intervjuja i obrazaca za praćenje analizirani su metodom analize sadržaja.

Radne skupine

Istraživanje je provedeno u dvjema radnim skupinama. Prvu radnu skupinu činili su studenti četvrte godine Odsjeka za razrednu nastavu Pedagoškog fakulteta Sveučilišta Niğde i studenti četvrte godine Odsjeka za poučavanje turskoga jezika Pedagoškog fakulteta Sveučilišta Erciyes. Drugu radnu skupinu činili su savjetnici koji su vodili studente – buduće učitelje. U prvoj skupini bila su ukupno 34 studenta, a u drugoj sedam savjetnika (četiri za razrednu nastavu i tri za nastavu turskog jezika).

Ograničenja: istraživanje je ograničeno formom intervjuja jer se intervjuu sastojao od samo četiri pitanja; u obrascu za praćenje bile su pokrivenе samo tri točke za praćenje, a u studiji je sudjelovalo samo 34 studenta i sedam savjetnika.

Prikupljanje i analiza podataka

Glavni je cilj kvalitativne analize podataka proučiti značajan i simbolički sadržaj prikupljenih kvalitativnih podataka (Ekiz, 2009, str. 73). Analiza sadržaja uključuje prikupljanje sličnih podataka u okviru određenih koncepcata i tema, njihovo usustavljanje i naknadno tumačenje (Yıldırım i Şimşek, 2005, str. 227). U kvalitativnoj analizi kodiranje je primarni i ključni proces razvrstavanja i istraživanja sadržaja podataka (Punch, 2005, str. 193).

Analize sadržaja provedene su prema sljedećim koracima. Najprije su zabilježeni podaci (spoznaje) dobiveni iz obrazaca za intervju. Zatim su podaci uneseni u tablice i podvrgnuti analizi sadržaja. Nakon analize podataka, provedeno je kodiranje i podaci su kategorizirani prema temama. Nапослјетку su uporabom identifikacijskih kodova i tema zabilježeni komentari i rasprave.

Dobiveni podaci analizirani su prema ove tri kategorije: relevantni osobni podaci, podaci dobiveni iz obrazaca za praćenje i intervju. Osobni podaci o studentima (spol, profesionalno iskustvo, obrazovna institucija u kojoj su se školovali i program obuke koji su pohađali) opisno su analizirani prema učestalosti i postotnoj raspodjeli.

Za analizu podataka dobivenih iz obrazaca za intervju za kodiranje i identifikaciju korišteni su sljedeći postupci:

U analizi podataka dobivenih iz obrazaca za intervju

$R_1, R_2, R_3 \dots$ definiraju pitanja *znanstvenika istraživača*,

$[T^1], [T^2], [T^3] \dots$ definiraju pojedinca koji je iznio mišljenje (savjetnici koji poučavaju turski jezik).

U procesu analize podataka dobivenih praćenjem

1-^{1/1} 2-^{2/2} : definiraju škole – znanstvenika, instruktora/ studente – buduće učitelje, E₁, E₂, E₃; definiraju opseg (područja) promatranja koja su uzeta u obzir.

Rezultati i komentari

Rezultati vezani uz osobno znanje

Osobni podaci o savjetnicima prikazani su u tablici 1.

Tablica 1.

Kao što se vidi iz Tablice 1, prema statusu učitelja savjetnika, većinu tvore oni sa šest do deset godina iskustva. U istraživanju je sudjelovalo sedam učitelja savjetnika. Njih četvero diplomiralo je na Pedagoškom ili Učiteljskom fakultetu, a tri na Filozofskom fakultetu. Četvero su učitelji razredne nastave, a troje učitelji turskog jezika i književnosti.

Tablica 2.

Kao što se vidi iz Tablice 2, u istraživanju su sudjelovala 34 studenta. Osamnaest ih je studiralo na Odsjeku za turski jezik (18=52.94%), a 16 na Odsjeku za razrednu nastavu (16=47.06%). U istraživanju je sudjelovalo 20 studentica (58.82%) i 14 studenata (41.18%).

Rezultati dobiveni iz obrazaca za intervju

Kvalitativna analiza sadržaja podataka dobivenih iz pitanja u intervjuu

Definicija i tumačenje podataka u skladu s kodovima i temama.

Tablica 3. Mišljenja savjetnika o studentima vezana uz kompetencije u pogledu poznavanja tematike

<i>R₁: Što općenito možete reći u pogledu obuke studenata u poznavanju tematike i kompetentnosti?</i>	<i>Dodjela tema kodiranjem</i>
Studenti su pokazali dobro poznavanje područja te koristili raznolike metode i tehnike. Općenito su spremni za poučavanje. Mora im se dati više povjerenja [T ¹]. Svi studenti spremni su za nastavnički posao [T ²]. Upravljanje razredom je dobro. Studenti bi trebali davati više primjera i poveznica iz vlastitog života i unositi ih u poučavanje predmeta, kao i više koristiti dostupnu tehnologiju u poučavanju [T ⁴]. Studenti su dobro pripremljeni. No trebali bi posvetiti više vremena pripremi. Trebali bi odabirati metode i tehnike prikladne tematici [T ⁵]. Poznavanje tematike i podaci o školovanju studenata su vrlo dobri. Neki studenti bi se trebali više kretati i u učionici iskazivati više samopouzdanja [T ⁶].	<i>Poznavanje tematike i područja Upravljanje razredom Informatička pismenost Poticanje zanimanja i asocijacija Samopouzdanje</i>

Kao što se vidi iz Tablice 3, prema mišljenju savjetnika studenti su osposobljeni u pogledu poznavanja tematike i praktične obuke. Međutim, jedan od savjetnika [T⁴] istaknuo je da bi obuka studenata trebala sadržavati učinkovitije tehnologije kako bi se dodatno razvile njihove kompetencije i pridonijelo uspješnosti. Drugi [T⁵] je naveo da je priprema jednoga studenta bila neprimjerena te da je stoga došlo do proceduralnih problema tijekom trajanja nastavnog sata.

Tablica 4. Pogledi savjetnika na kvalifikacije studenata u pogledu procesa učenja i poučavanja

R ₂ : Što imate za reči o kvalifikacijama studenata u procesu učenja i poučavanja? (Obratite pozornost na upravljanje razredom, uporabu metoda i tehnika, raspodjelu vremena, uporabu materijala, komunikaciju s učenicima i sl.)	Dodata tema kodiranjem
<p>Obrazovni proces trebao bi se odvijati vodeći računa o pojedinačnim razlikama. Studenti bi trebali pripremati materijale ovisno o temi. Upravljanje razredom (uvod u sat, dovršetak sata i upravljanje procesom) je bolje. Osim prvih nekoliko dana nisu primjećeni problemi u komunikaciji [T⁴]. Dobri su u učavanju pojedinačnih razlika i nadzoru nad razredom, ali trebali bi davati prikladne upute koje odgovaraju učenicima te bolje upotrijebiti dostupna tehnološka sredstva [T³]. Uvod u sat je dobar, ali preduž. Dalo bi se poraditi na vremenskoj raspodjeli. Razlike među pojedincima trebalo bi uzeti u obzir i tijekom procesa učenja i poučavanja. Prema mojojmu mišljenju, nisu korišteni prikladni alati i materijali. Pristup prema učenicima i komunikaciju s njima trebalo bi poboljšati. Nastavni sat treba dobro isplanirati. Aktivnosti na nastavnom satu treba dobro isplanirati [T⁵]. Studenti se obično drže nastavnog plana. Komunikacija s učenicima je bolja, ali nedovoljna u smislu jamstva njihova sudjelovanja na satu. U pogledu upravljanja razredom, nema dovoljno prilika za motiviranje učenika. Smatram da će se pokazati uspješima u budućem zvanju [T⁶].</p>	<p>Pojedinačne razlike Komunikacija s učenicima</p> <p>Priprema i planiranje Izvannastavne aktivnosti Upravljanje razredom Uporaba metoda i tehnika Vremenska raspodjela Samopouzdanje</p>

Kao što se vidi iz Tablice 4, savjetnici su pokazali slaganje kada su u pitanju pripravničko planiranje, proces učenja i poučavanja tijekom nastavnog sata, upravljanje razredom (uvod u sat, dovršetak sata i upravljanje procesom) i područja aktivnosti i komunikacije. Studenti su bili uspješni u područjima kao što su upravljanje razredom, inicijativnost, učinkovita vremenska raspodjela i davanje primjera iz svakodnevnog života. Savjetnici su naveli da su studenti izveli uspješnu demonstraciju svojega budućega profesionalnog života primjenom raznolikih aspekata široke lepeze metoda i tehnika.

Tablica 5. Mišljenje savjetnika o kvalifikacijama studenata u pogledu vrednovanja

R ₃ : Kakvo je vaše mišljenje o postupcima vrednovanja studenata? (vrednovanje na početku nastavnog sata, za vrijeme njegova trajanja i na kraju, davanje povratne informacije, vođenja bilješki i sl.)	Dodata tema kodiranjem
<p>Studenti bi trebali dovršiti vrednovanje na kraju nastavnoga sata [T^{1,2}]. Kako bi pripremili učenike za sat i pomogli im da bolje shvate i povežu već naučeno s novim podacima, moraju koristiti tehniku pitanja i odgovora. Studenti su to uglavnom i činili [T³]. Moraju namijeniti više vremena vrednovanju. Trebali bi podsjetiti učenike na već usvojena znanja i pripremiti ih za sljedeću temu. [T⁶].</p>	<p>Preliminarne informacije za djelovanje Mentalna priprema Vrednovanje procesa</p>

Kao što se vidi iz Tablice 5, studenti su dostačno pripremili učenike za usvajanje novih informacija aktivacijom prethodno stečenih znanja. Međutim savjetnici i mentorji su naglasili da studeni nisu provodili zadatke za procjenu na početku sata, već da su to učinili na kraju sata.

Kao što se vidi iz Tablice 6, prema [T³], studenti su dobro planirali i pripremili se te učinkovito iskorištavali vrijeme. Nadalje, prema [T⁵], studenti su postigli zadovoljavajuće ocjene po kriteriju profesionalnog odijevanja, praćenja suvremenih spoznaja, ispunjavanja odgovornosti i preuzimanja odgovornosti, upravljanja razredom i upotrebe materijala. Međutim, naglašeno je da bi neki studenti trebali

poboljšati komunikaciju s učenicima. Prema mišljenju savjetnika, općenito gledajući, rad studenata je zadovoljavajuć [T^{1,2,4,5,6}].

Tablica 6. Mišljenje savjetnika o općim kvalifikacijama u procesu

R ₃ : Što možete reći o situaciji u odnosu na to kako su studenti preuzimali odgovornost, pratili suvremene spoznaje o struci, kako su bili obrazovani, kako su ispunjavali zadatke, sudjelovali u društvenim aktivnostima u školi, jesu li bili otvoreni za profesionalne sugestije, objašnjenja i sl.?	Dodjela tema kodiranjem
<p>Studenti su kompetentni za zvanje učitelja [T¹]. Studenti su dovoljno dobro obavili posao [T^{2,4}]. Studenti su dobro planirali, pripremili se i iskoristili vrijeme; nagradivali su marljiv rad i vodili nastavu održavajući zanimanje učenika [T³]. Odijevanje im je bilo u redu, kao i preuzimanje odgovornosti i ispunjavanje zadataka. Dobro su upravljali razredom i koristili materijale. Neki studenti trebali bi biti pažljiviji u komunikaciji s učenicima. Gotovo svi studenti podobni su za zvanje učitelja [T⁵]. Ispitanici su pokazali da su odgovorni. Trebali bi izvoditi raznolike aktivnosti neovisno o udžbeniku. Teme koje se obrađuju u odnosu na različite aktivnosti i teme koje su prije obrađene trebale bi se izvoditi održavajući zanimanje učenika. Informacije koje prenose također su važne jer utječu na pažnju kod učenika. Vrlo je bitno uključivanje pasivnijih učenika u nastavu [T⁶].</p>	<i>Priprema i planiranje Upravljanje razredom Uporaba materijala Komunikacija Funkcija tekstualnog vodiča Poticanje zanimanja Asocijativnost Pobuđivanje interesa učenika Profesionalne kvalifikacije</i>

Rezultati iz obrazaca za promatranje

Analiza podataka dobivenih iz obrazaca za promatranje u vezi s kvalifikacijom studenata

Tablica 7. Rezultati u odnosu na ishode studenata

Škola: privatna škola Sat turskoga jezika	Datum: ožujak – travanj/2010. Učionica privatne škole 4/8	Dodjela tema kodiranjem
E ₁ : Priprema i planiranje: Planiranje i povezivanje s prethodnim lekcijama vrlo je dobro [1 ^{1/1}]. Student/ica je pripremio/la nacrt funkcionalnog i relevantnog materijala za nastavu. [1 ^{-1/2} 5 ^{-1/3}]. Student/ica je dobro koristio/la vrijeme i potrebne materijale [3 ^{-1/1, 2, 3}]. Općenito dobro sprečava negativne oblike ponašanja učenika [4 ^{-1/1}].	Preliminarne informacije za djelovanje Planiranje rada Neželjena ponašanja učenika i njihova prevencija	
U pripremi učenika za predmet korištene su tehnike pitanja i odgovora, procjene motiviranosti, tumačenje slike i sl. [4 ^{-1/1, 3} 5 ^{-1/4}]	Upotreba različitih metoda i tehnika	
Vremensko planiranje nije dobro. Lekcija je trajala 20 minuta [4 ^{-1/6}]	Koncepcijalne aktivnosti	
E ₂ : Predmet i poznavanje rada u praksi: Student objašnjava jezik s pomoći definicija i primjera koristeći se tradicionalnom metodom. Nakon poučavanja potkrepljuje teorijsko znanje prozivajući učenike na ploču kako bi vježbali na specifičnim primjerima [2 ^{-1/1, 2, 3}]. Student u čitanju i radu pazi na ton, naglasak i sl. [4 ^{-1/1}]. Rad na riječima podrazumijevao je učenje napamet i bio površan [4 ^{-1/6} ; 5 ^{-1/6}].	Obrazovanje usmjereno na učenika	
Kod poučavanja gramatičkih tema korištene su tradicionalne metode. Kada se radilo značenje riječi, analiza riječi, upozoravalo na različitost termina, naziva itd. primijećeno je nepotpuno poznavanje problematike [4 ^{-1/1} 6 ^{-1/2, 6}].	Tradicionalne metode poučavanja	
E ₃ : Aktivnosti u procesu učenja i poučavanja (Upravljanje razredom, izvođenje nastave, komunikacija s učenicima, vrednovanje i ocjenjivanje): ton glasa, komunikacija s učenicima, upotreba emocija, izraz lica, poticanje, iskaz jasnoće i otvorenosti. Svi studenti ostvarili su zadovoljavajuće rezultate [2 ^{-1/1, 2, 3, 4, 5}]. Primjećeno je upravljanje razredom koje nije bilo odgovarajuće [3 ^{-1/2}].	Upravljanje razredom	
Upravljanje razredom i privlačenje pažnje učenika bili su dobri [5 ^{-1/5, 6}].	Motivacija učenika Potpora	

Privlači pažnju učenika pitanjima kao što su: „Što bi ti učinio na njegovu mjestu? Kako bi to učinio? Kako bi se ti ponio?”, što je bilo vrlo dobro [1^{-1/1,2}; 4^{-1,2,3}; 5^{-1/4,5,6}].

Primjena potkrpljenja nakon odgovora učenika bila je uspješna jer se time zajamčilo sudjelovanje učenika u aktivnostima [4^{-1/3}; 5^{-1/2,3,6}; 6^{-1/6}].

Uporabom raznih slika, događaja, drugačijih metoda i tehnika postigli bi se puno bolji rezultati [6^{-1/2}].

Provodene aktivnosti nisu bile prikladne općim značajkama razreda [6^{-1/5}].

S obzirom na to da je uvijek voljan i spremjan, smatram da će student biti jako dobar učitelj [6^{-1/6}].

Funkcija predavanja i priručnika

Aktivnost učenika u procesu

Profesionalno iskustvo

Priprema i planiranje (E1):

U procesu obrazovanja i obuke jedan od glavnih čimbenika koji utječu na uspješnost učitelja jest vrijeme. Najvažnija zadaća učitelja u pogledu upravljanja razredom jest uspješno iskoristiti dodijeljeno vrijeme s ciljem odgoja i obrazovanja za određeni zadatak (Karaköse, 2009, str. 201-203). Prema Farell i sur., nepripremljenost pridonosi osjećaju dosade na nastavi (Başar, 1999, str. 49). Kao što se vidi iz Tablice 7, studenti su pokazali da su utrošili vrijeme na planiranje i pripremu nastave [3^{-1/1,2,3}]. Dakle, poštovali su Lemlechove smjernice koje uključuju kontinuitet, integritet i potrebu planiranja (1988, str. 217).

Predmet i poznavanje rada u praksi (E2):

Studenti su promatrani s obzirom na izgradnju temeljnih jezičnih vještina kod učenika. Tijekom promatranja zaključeno je da studenti zadovoljavaju u pogledu gramatičkih tema, koncepata i pravila. Međutim, s obzirom na razmjenu informacija i znanja s učenicima primijećene su određene nedostatnosti. Posebno je primijećeno da je uporaba tradicionalnih metoda/deduktivnog zaključivanja (definicija nakon koje slijede primjeri uz diktiranje i potkrpljivanje primjerima) [2^{-1/1,2,3}; 4^{-1/1}; 6^{-1/2}...] pogrešna, i to kod gotovo svih studenata tijekom poučavanja gramatičkih pravila, čitanja, razumijevanja, poučavanja rječnika, analize riječi i rečenica i sl.

Aktivnosti u procesu učenja i poučavanja (E3):

Upravljanje razredom, izvođenje nastave, komunikacija s učenicima: Kod upravljanja razredom što je često važnije od kako (Karslı, 2009, str. 10). Aktivnosti potkrpljivanja koriste se kada učenici izvode neku aktivnost u razredu, a socijalno potkrpljivanje koristi se radi pojave i održavanja poželjnog ponašanja (Yılmış, 2009, str. 150). Općenito su studenti zadovoljili kada je riječ o tonu glasa, komunikaciji s učenicima, dodatnim emocijama, prijateljskom izrazu lica, stilu koji je usmjeren na poticajnost, uporabu pohvala, iskaza otvorenosti i jasnoće i sličnim vještinama. Za jednoga [3^{-1/2}] je zaključeno da je neuspješno upravljao razredom, a drugi [6^{-1/2}] je bio pretjerano ovisan o savjetnicima i udžbenicima.

Vrednovanje i ocjenjivanje: Odgovoran instruktor zadužen za nastavnu praksu raspravlja o napretku primjene u školama, vodi ocjenjivanje uz studenta te pruža pomoći i potporu studentima u teorijskom dijelu nastave (Demirtaş i Güneş, 2004, str. 215). Učiteljsku praksu ocjenjuju savjetnici i odgovorni instruktori na Odsjeku za odgoj

i obrazovanje (Efe i sur., 2008, str. 3). Primijećeno je da studenti u nastavi nisu koristili ocjenjivačke aktivnosti. Na kraju prakse dana im je povratna informacija i ponuđeni su im savjeti kako poboljšati izvedbu. Na taj su način informirani o svome statusu.

Rezultati i sugestije

Zaključeno je da su studenti – budući učitelji (u pripremi i planiranju, disciplini u razredu, korištenju materijala i ostalog) zadovoljili u upravljanju razredom. Dolazili su na vrijeme, prikladno se odijevali i samopouzdano ponašali, koristili su informatičku tehnologiju, bili odgovorni i izvršavali dodijeljene zadatke. I u sličnim istraživanjima dobiveni su slični rezultati. Primjerice, percepcija učitelja na praksi o vlastitim učiteljskim kompetencijama pozitivno je porasla nakon učiteljske prakse (Şişman i Acat, 2003, str. 248). Tijekom kolegija Učiteljska praksa važno je da učitelji na praksi iskuse bogat proces kroz angažman s mentorovim pedagoškim diskursom i refleksivnim promišljanjem (Barnett, 1995; Crowther i Cannon, 1998; Healy i sur., 2001, citirano u Baştürk, 2009, str. 440).

Studenti nisu bili ocjenjivani na području procesa učenja i poučavanja. Njihova pitanja na početku nastavnoga sata, sposobnost pobuđivanja prethodno stečenoga učeničkog znanja i pripreme za odgovore bili su najpozitivniji. Međutim, primijećeno je da je ocjenjivanje obavljano samo na kraju sata, a ne i tijekom sata.

Učitelji na praksi pokazali su dobro poznavanje gramatike u pogledu poznavanja predmeta, koncepta i pravila. Međutim, zaključeno je da nisu ostvareni zadovoljavajući rezultati kada je riječ o posjedovanju potrebnih znanja i informacija te sposobnosti njihova prenošenja učenicima na polju edukacijskih informacija (poznavanje metoda, proces učenja i poučavanja, organiziranje i provođenje aktivnosti).

Sugestije

Studenti – budući učitelji – trebali bi dobiti određene informacije i smjernice o razdoblju obrazovanja prije praktičnoga rada. Svrha je nastavne prakse preobraziti te informacije u vještine, a nastavna praksa trebala bi se odvijati pod strogim nadzorom iskusnih učitelja (TED, 2009., str. 33,34).

Važno je dobro poznavati predmetno područje, no sposobnost prenošenja toga znanja i usvojenih vještina (primjena znanja u svakodnevnom životu) još su važniji. Učitelji bi se na praksi, posebno kada je riječ o gramatici, odnosno shvaćanju koncepata i pravila, trebali koristiti prikladnim strategijama, metodama i tehnikama. Osobito kod objašnjavanja gramatičkih pravila trebali bi se upotrebljavati primjeri umjesto tradicionalne prakse jednostavnog diktiranja problema, koncepata i pravila, dok se samo poučavanje mora odmaknuti od udžbenika. U odgoju i obrazovanju puno je učinkovitije poučavanje koncepta ili pravila objašnjavanjem njegovih uzroka unutar strukture. Na taj način, induktivskom metodom otkrivanja na kraju aktivnosti i stvaranja definicija tijekom poučavanja funkcionalne gramatike, učenici ostvaruju bolje rezultate.

Promatranju ponašanja učitelja trebalo bi pridodati više važnosti kada je riječ o primjeni kolegija nastavne prakse (Kılıç, 2006, str. 165). Međutim, može se reći da jednostavno provođenje više vremena u školi ne znači nužno da su iskustva iz tih škola uvijek pozitivna za učitelje na praksi. Stoga je važno pružiti im prilike koje će pridonijeti njihovu profesionalnom razvoju (Özkılıç, Bilgin i Kartal, 2008, str. 727). Za buduće učitelje koji žele postići učinkovitu i uspješnu komunikaciju s učenicima potrebno je upotrebljavati prikladne materijale, koristiti se informatičkom tehnologijom i zajamčiti uspješno odvijanje procesa učenja i poučavanja koji će biti zanimljivi učenicima, a uspješnost i učinkovitost u učionici moraju biti od središnje važnosti. Naglasak bi trebao biti na poučavanju utemeljenom na aktivnostima.

U procesu ocjenjivanja učenja i poučavanja budući učitelji moraju djelovati inteligentno. S druge strane, vrednovanje rezultata (nastavnog sata, aktivnosti), tema (ili teme) i razdoblja trebala bi uključivati osnovne aktivnosti procesne procjene.

Lokacija škole trebala bi odgovarati i predavačima i studentima. Fakultet bi trebao dozнати kojim su školama učitelji na praksi doista potrebni ne bi li se izbjeglo sramotno odbijanje (Nwanekezi, Okoli i Mezieobi, 2011, str. 46). U školama bi glavni zadatak učitelja trebao biti vođenje studenata koji su na praksi, doprinos njihovu profesionalnom iskustvu i razvoju. Savjetnici i mentorji moraju biti sasvim sigurni da su voljni preuzeti tu zadaću i trebali bi biti iskusni (Çetintaş i Genç, 2005, str. 80). Studenti bi, dakle, trebali biti poslani u dobre škole s odgovarajućim uvjetima za učenje (Nwanekezi, Okoli i Mezieobi, 2011, str. 45).

Skraćenice

YÖK: Vijeće za visoko obrazovanje

MEB: Ministarstvo za državno obrazovanje